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ABSTRACT

Student attrition at the College of Staten Island was investigated. The 2,786 students who left school from the spring 1979 semester to the fall 1979 semester were selected for analysis using a survey developed by the National Center for Higher Education Management Services. Responses were obtained from 452 former students. Study variables were full-time/part-time status, credits completed, grade point average, and curriculum. It was found that the most dominant characteristic of the attrition population was their need to work in order to support themselves and pay their tuition: employment was a more important immediate goal than continuing school. Certain subpopulations of students, however, did exhibit greater tendencies to one category of reasons than to others. Full-time or part-time status, and lower or upper division, are important variables and may cause students to leave for different reasons. Students who planned to return to the college and students who had no plan for college basically indicated that a variety of employment, financial, and personal circumstances were their major reasons for leaving. Students transferring to other colleges indicated largely that academic reasons were the most important reasons for leaving college. A sample survey form is included. (SW)

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Student Attrition/Retention Study at The College of Staten Island

1979

Office of Institutional Planning

Anthony G. Picciano
February, 1980

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INTRODUCTION

College administrators are increasingly concerned with the problem of student attrition at their schools. In recent years, colleges have been conducting more studies defining and describing the reasons why students leave college. This is necessary because students as a whole are becoming less traditional in completing college studies. Today's college students are more likely to temporarily "stop out" of college, to transfer from one college to another or to completely "drop out" from college than ever before. College administrators, also no longer can depend on a growing pool of high school graduates to replace those students who have left their institutions. The national projection for the next decade is that high school populations will continually decline with certain regions such as the northeast experiencing greater declines than the rest of the country. Where budgets are enrollment determined, a school with high student attrition will face severe financial decisions as it attempts to function with fewer dollars.

Researchers such as A. W. Astin, J. E. Rossman and Vincent Tinto have been studying student attrition for many years. The general reasons that students "drop out" are becoming clearer but more research is still needed. Vincent Tinto of Columbia University, a researcher on the subject states:

> "Despite the very extensive literature on dropouts from higher educations, much remains unknown about the nature of the dropout process."[1]

Furthermore, although there are general reasons for attrition such as financial need, each college is sufficiently unique that attrition must be studied on an individual college basis. It is the obligation of every

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[1]Tinto, Vincent, "Dropouts from Higher Education: A Theoretical Synthesis of Recent Research," Review of Educational Research, 1975, 45, page 89.

responsible college administration to study its attrition and respond by taking appropriate actions to reduce it if need be.

The College of Staten Island (CSI), as have many colleges in New York State, has experienced a gradual enrollment decline since 1976. In Fall 1979, an attrition study was requested of the college's Office of Institutional Planning to identify the major reasons why students leave the college before completing their academic programs. The following pages report the method and findings of the first of several studies which are designed to identify and define the reasons for student attrition at the College of Staten Island.

II Method

The basic question to be answered by this study is why students leave the College of Staten Island. It is also expected that certain populations of attriters can be isolated and differentiated. For instance, do the reasons students leave differ among those who eventually return to CSI versus those who re-enroll at other colleges. Do the reasons students leave differ based on factors such as grade point average, credits completed, major curriculum, etc. These questions can be answered by surveying the attrition population in a comprehensive manner for various student characteristics and attitudes toward their experiences at CSI.

The questionnaire adopted for the survey was one developed by the National Center for Higher Education Management Services (NCHEMS). The questionnaire (see appendix A) was developed and field tested at several colleges throughout the country. It attempts to capture the following data:

a) Student demographic/biographical data

b) Student status and college achievement

c) A checklist of 25 reasons a student might leave a college categorized according to academic, employment, financial and personal reasons.

d) A checklist of 6 questions regarding satisfaction with academic experiences

e) A checklist of 15 questions regarding satisfaction with administrative services and facilities

f) A question regarding the students future plans

g) An open-ended question asking the students major reason for leaving

h) An open-ended question asking for suggestions which would have encouraged him or her to stay.

In addition to being comprehensive, the questionnaire was also adopted because it was well designed in terms of neatness, ease of reading and compactness. Since the method of distribution would be by mail, the fact that the questionnaire fit on one page was very convenient.

The population selected for the study were those students who left from the Spring 1979 semester to the Fall 1979 semester. Although a longitudinal study over several years would yield more conclusive data, it was felt that as an initial attempt to study attrition, there would be a sufficient population to yield valuable and immediate information. The students registered in Spring 1979 but not registered in Fall 1979 were isolated at the end of Fall registration. Excluded from the group were students who graduated or were academically dismissed. The attrition population was therefore derived as follows:

3806	Students registered in Spring 1979 and not registered in Fall 1979
-1020	Graduates and academic dismissals
2786	Total attrition population

The question of eliminating academic dismissals was discussed at some length. Educational researchers differ on whether to separate them or to include them in attrition studies. Vincent Tinto in his research feels strongly in distinguishing between involuntary withdrawals (academic dismissals) versus voluntary withdrawals. He states:

> "inadequate attention given to definition has often led researchers to lump together, under the rubric of dropout, forms of leaving behavior that are very different in character. It is not uncommon to find, for instance, research on dropout that fails to distinguish dropout resulting from academic failure from that which is the outcome of voluntary withdrawal. Nor is it uncommon to find permanent dropouts placed together with persons whose leaving may be temporary in nature or may lead to transfer to other institutions of higher education.

> Because of the failure to make such distinctions, past research has often produced findings contradictory in character and/or misleading in replication."[2]

In contrast to Tinto's strong recommendation for distinguishing attriters, Pantages and Creedon in a review of attrition studies feel just as strongly not to distinguish dropouts and that academic success or failure is more an intervening variable than a dependent variable for withdrawal. To quote:

> "The distinction proposed between "voluntary" and "non-voluntary" dropouts by Rossman and Kirk (1970), Johansson and Rossman (1973), Starr et al (1972) and Tinto (1975) ought to be abandoned. It is less confusing in the long run to regard academic success or failure as well as academic dismissals as intervening variables that lead to withdrawal rather than as part of the dependent variable."[3]

At the College of Staten Island, a major purpose for conducting this study was to isolate certain populations especially, those students who were capable of succeeding in college. Furthermore, the academic dismissal procedures at CSI are flexible enough that students capable and with a desire to continue college are given every opportunity to do so. For instance, academic dismissal only occurs after two continuous semesters of poor grades. It does not take place after only one semester activity so that a temporary dropout is not academically dismissed. In conducting this study, it was more important to isolate students who were doing well at CSI and for whatever reason chose not to continue their studies.

Questionnaires were mailed to all 2786 student attriters with a return envelope for their completed questionnaire. It was anticipated that the return rate would be approximately 15% to 40%.[4] Attrition studies generally

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[2]Ibid., Tinto, Vincent, pages 89-90.
[3]Pantages, Timothy and Creedon, Carol, "College Attrition", Review of Educational Research, 1978, 48, page 92.
[4]Bower, Cathleen, Meyers, Edward, A Manual for Conducting Student Attrition Studies in Institutions of Postsecondary Education, NCHEMS, 1976, page 17.

yield low response rates, and as long as at least 15% responded, it would be a large enough and acceptable representation of the total population. Comparisons on several key variables would be made to determine any bias in the response population.

In order to analyze the results, all responses would be prepared for computer processing using a standard statistical package such as the Statistical Package for the Social Sciences, (SPSS). A variety of statistical programs including frequencies, cross tabulations and correlations would be used.

III Comparison of Respondents and Non-Respondents

Data collected by means of a survey are subject to bias unless of course, the entire population responds to the survey. It is necessary to examine the responding population and compare it to the total population for representativeness of the whole. A more rigorous comparison could be made of the respondents and non respondents to generate the greatest differences between the two groups. In the following paragraphs, comparisons of respondents and non-respondents will be made to identify bias in the respondent population for those characteristics of greatest concern to this study.

Questionnaires were mailed to 2,786 attriters. Of this number, 145 were not deliverable and returned to the college. The number of attriters responding to the questionnaire was 452. The effective response rate therefore was 17.1% (452 ÷ (2786 - 145)). The response rate, although low when compared to other types of surveys, is not considered low for a survey of attriters. In mailing to the whole population, the yield of 452 responses was considered to be sufficiently large enough upon which to draw conclusions.

In identifying bias in the respondent population, the approach taken was to compare those variables which would be examined most closely in the study and which the college controlled. The variables chosen to study bias were full-time/part-time status, credits completed, grade point average and curriculum. Biographical characteristics such as sex and age were compared between the respondent and non-respondent group and were felt to be representative. Ethnic background was not compared because the college has not been maintaining ethnic data on its student population.

Table 3-1

Distribution of Full-Time/Part-Time Status in the Respondent and Non-Respondent Populations

	Full-Time %	Part-Time %	Both Full/Part-Time %
Non-Respondents (N=2334)	41.5	54.2	4.1
Respondents (N=452)	40.7	50.0	6.2
Difference	-.8	-4.2	+2.1

In examining the percentage distribution of full-time and part-time status of the respondent and non-respondent populations in Table 3-1, the difference of the two populations is minimal. A slightly smaller percentage of part-time students responded to the survey but not enough to cause any significant bias.

Table 3-2

Distribution of Credits Completed in the Respondent and Non-Respondent Populations

	0 - 30 Credits %	31 - 60 Credits %	61 - 90 Credits %	90 or More Credits %
Non-Respondents (N=2334)	67.1	13.7	11.0	8.1
Respondents (N=452)	54.4	19.9	14.8	10.2
Difference	-12.7	+6.2	+3.8	+2.1

In examining the percentage distribution of the credits completed of the respondent and non-respondent populations in Table 3-2, the difference between the two populations is in the 0-30 credits completed category. The difference (-12.7%) indicates that in the respondent population, there is a small bias against the 0-30 credit completed group of attriters and in favor of attriters in other credit completed categories. The bias, however, is not considered large enough to seriously question the representativeness of the respondent population.

Table 3-3

Distribution of Grade Point Average (GPA) in the Respondent and Non-Respondent Populations

	GPA 0.00 - 1.00 %	GPA 1.01 - 2.00 %	GPA 2.01 - 3.00 %	GPA 3.01 - 4.00 %
Non-Respondents (N=2334)	24.0	20.1	31.9	23.7
Respondents (N=452)	10.2	14.2	34.1	40.0
Difference	-13.8	-5.9	+2.2	+16.3

In examining the percentage distribution of the grade point average of the respondent and non-respondent populations in Table 3-3, there are differences in percentages of the lowest (0.00 - 1.00) and highest (3.01 - 4.00) GPA categories. A bias in the respondents exist for the students with better grade point average. In student surveys throughout the country, the tendency is for the academically better students to respond rather than the academically poorer students. It is felt that this bias is acceptable and not unusual. References or conclusions involving GPA are made with the understanding that the responding population has higher grade point averages than non-respondents.

In examining the percentage distribution of departmental curriculum codes of the respondent and non-respondent populations, the difference of the two populations is minimal. This is particularly true of those departments which have a large number of majors (i.e. Business, Non-Degree, Liberal Arts). Those departments with very small percentages cannot be considered too seriously for bias other than to show that the relatively same small percentages exist in both populations. On the basis of curriculum, it appears that no bias exists between the two populations.

Table 3-4

Distribution of Department Curriculum in the Respondent and Non-Respondent Populations

	Non-Respondents (N=2334) %	Respondents (N=452) %	Difference
Applied Sciences	3.0	5.3	+2.3
Biology	4.4	3.5	- .9
Business	15.1	16.2	+1.1
Chemistry	.2	.7	+ .5
CUNY-BA	.8	1.8	+1.0
Education	2.5	3.8	+1.3
Electrical Technology	1.9	1.5	- .4
English/Speech/World Literature	.4	.7	+ .3
History	.1	.0	- .1
Math./Computer Science	2.5	2.2	- .3
Mechanical Technology	2.1	1.5	- .6
Modern Languages	.0	.2	+ .2
Non-Degree	22.8	19.2	-3.6
Nursing	5.6	6.4	+ .8
Performing and Creative Arts	.6	.7	+ .1
Pol. Sci./Econ./Philosophy	2.2	2.2	0.0
Psych./Soc./Anthropology	4.7	5.3	+ .6
Liberal Arts	29.9	26.3	-3.6
NA	1.4	2.0	+ .6

IV Demographic Characteristics of Attriters

Biographical and demographical characteristics of the attrition population are useful for comparing the attrition population to the total CSI student population. They are not necessarily factors for attrition and therefore will not be seriously analyzed in this study. They are, however, helpful in developing any understanding of the attriters population and may help in isolating factors which are important.

A comparison of the sex distribution of the attrition and total student populations (see Table 4-1) shows that a slightly higher percentage of females exists in the attrition population. This is not considered significant and both populations are accepted as having slight majorities of females.

The ethnic distribution (see Table 4-2) of the attrition population cannot easily be compared to other college data because CSI does not maintain ethnic data on its students. Anonymous surveys have been conducted in the past by the City University of New York but none are current. In the absence of evidence to the contrary, it is reasonable to assume that the ethnic breakdown of the attrition population probably reflects the ethnic breakdown of the total college population. As with other studies of this kind, questions are raised as to whether there is a higher attrition among minority students. However, these questions cannot be answered conclusively here.

Table 4-1

Frequency Distribution of Sex Comparing
Attriters and the Total CSI Student Population

	Attriters (N=452)		CSI Population (N=10416)	
	N	%	N	%
Females	257	56.9	5506	52.8
Males	189	41.8	4910	47.2
NA	6	1.3	0	0.0

Table 4-2

Frequency Distribution of the Ethnic Background of Attriters (N=452)

	N	%
American Indian or Alaskan Native	2	.4
Asian or Pacific Islander	16	3.5
Black	37	8.2
Hispanic	35	7.7
Caucasian	348	77.0
NA	14	3.1

Table 4-3

Frequency Distribution of Age Comparing Attriters and the Total CSI Student Population

	Attriters (N=452)		CSI Population (N=10416)	
	N	%	N	%
Under 18	7	1.5	213	2.0
18 - 20	95	21.0	2853	27.3
21 - 24	107	23.7	2221	21.3
25 - 34	142	31.4	3149	30.2
35 - 44	59	13.1	1237	11.9
45 - 54	25	5.5	430	4.1
55 or over	8	1.8	123	1.1
NA	9	2.0	190	1.8

The feeling is that non-minority students drop out at the same rate as minority students at CSI but this cannot be proven here.

In comparing the age distribution of the attrition and total student populations in Table 4-3, there is a smaller percentage of 18 - 20 year olds in the attrition population. The decrease in 18 - 20 year olds is made up in slight increases in the percentages of attriters in the other age categories. CSI has a very large part-time adult population who selectively choose courses from semester to semester. They do not have a major commitment to the college and frequently "stop out" for a semester or two. They are also usually employed and will tend to enroll in courses in the evening or on the weekend in order to fit their schedules.

One of the more interesting characteristics of attriters (see Table 4-4), is the percentage (69.7%) who work as well as attend school. A substantial percentage (35.0%) maintain full-time jobs. The majority of all attriters (51.6%) work 21 hours or more per week. Unfortunately, this data cannot be compared to college data because for other than financial aid applicants, the college does not currently maintain employment data. The suspicion at the college and throughout CUNY is that larger and larger percentages of students must work to support themselves and pay tuition.

Table 4-5 shows the distribution of responses to question 15 of the survey which asked students to indicate sources of support used to finance their education. Almost half (47.6%) indicated that they relied on employment to finance their education. On the other hand, a minority of students (19.5%) indicated that their parents were financing their education. These figures correlate very well with the employment data discussed in the preceding paragraph. It characterizes an older student who works to support his or herself and to pay for tuition. This attrition population does not represent "traditional" students who attend college for four years after graduating high

school and are supported by their parents. In summary, they lead very busy lives and must fit their school schedules into their work schedules.

Table 4-4

Frequency Distribution of Weekly Hours Employed Among Attriters (N=452)

Weekly Hours Employed	N	%
Not Employed	123	27.2
1 - 10 Hrs.	15	3.3
11 - 20 Hrs.	67	14.8
21 - 35 Hrs.	75	16.6
35 hrs. or more	158	35.0
NA	14	3.1

Table 4-5

Frequency Distribution of Attriter Sources of Financial Support (N=452)

Source of Support	N	%
a. Full or Part-time Work	215	47.6
b. Savings	88	19.5
c. Support from Parents	86	19.0
d. Employer Support	52	11.5
e. Aid from Spouse	37	8.2
f. Grants	136	30.1
g. Loans	44	9.7
h. Scholarship	11	2.4
i. G. I. Benefits	58	12.8

V Reasons for Attrition and Student Satisfaction

The major purpose of this study is to identify the reasons for student attrition at the College of Staten Island. Undoubtedly, there are many reasons why students choose to leave the college. However, it is important to isolate the major reasons and if possible, the most important reason for leaving. The questionnaire used in the survey was designed to capture data on a variety of student reasons for leaving. It was also designed to capture data on student satisfaction with their experiences here at CSI. In the following paragraphs, the data on reasons for attrition and student satisfaction are presented together to better illustrate attrition as a very complex area of study with both positive and negative overtones.

Question 17 in the survey questionnaire provided a checklist of twenty-five reasons (see Appendix B) why a student might leave a college. The question asked the students to respond to each reason by indicating whether it was:

1) "NOT A REASON",
2) "MINOR REASON",
3) "MODERATE REASON",
4) "MAJOR REASON".

The reasons were grouped according to academic, employment, financial and personal categories. For the purposes of this study, any item which was checked off as a "MODERATE REASON" or a "MAJOR REASON" was accepted as a strong enough reason for the student leaving the college.

Table 5-1 provides a ranking of the responses to the twenty-five reasons for attrition in order of highest percentage to lowest percentage response where the response was indicated as a "MODERATE REASON" or "MAJOR REASON". The major reasons for attrition based on the ranking indicate that no single

Table 5-1

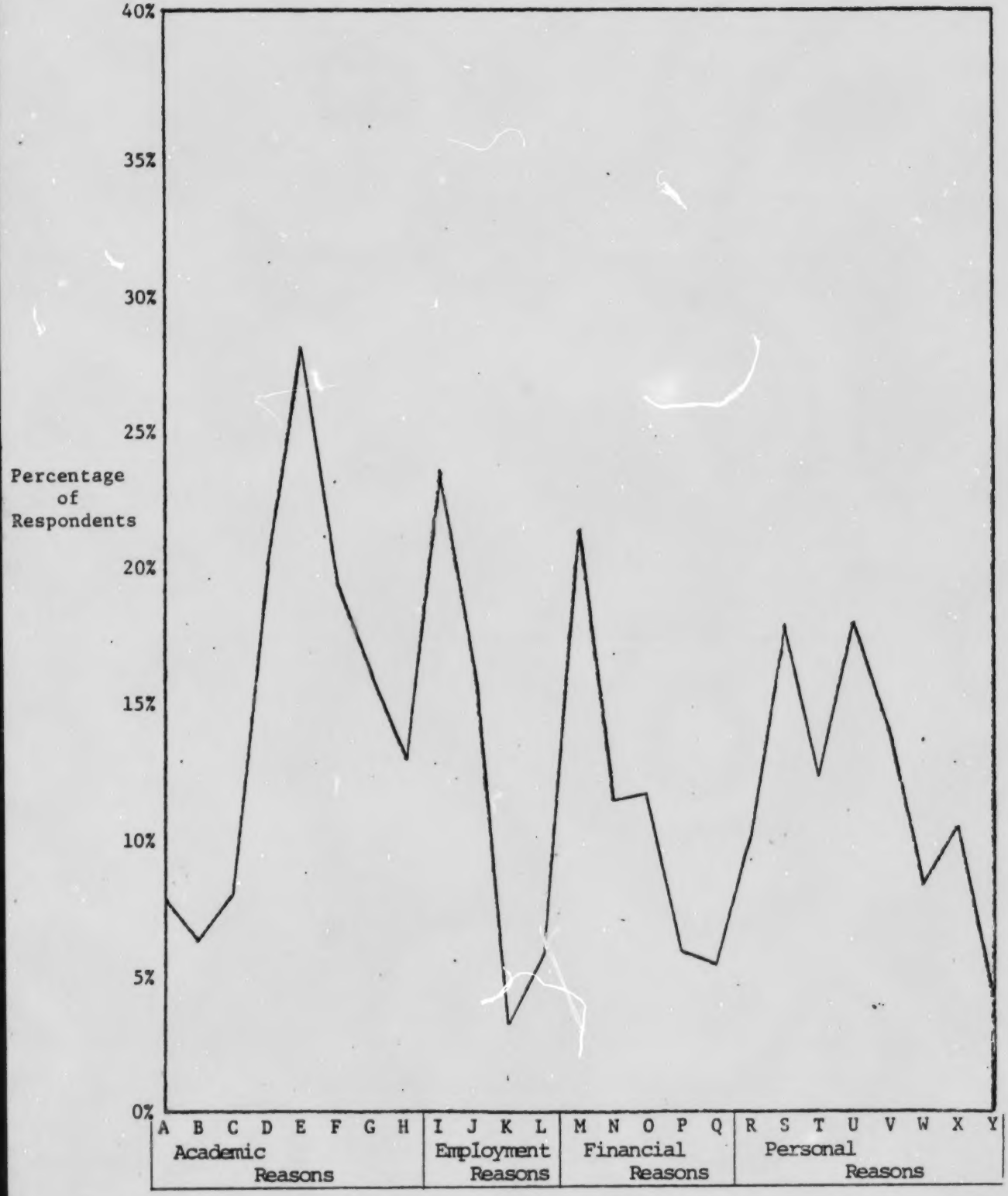
Ranking of Reasons for Leaving College

	REASON	N	%	RANK
Q17E	Major or courses not available at this school	125	27.6	1
Q17I	Scheduling conflict between job and studies	105	23.2	2
Q17M	Not enough money to go to school	96	21.2	3
Q17D	Needed a temporary break from studies	89	19.7	4
Q17F	Dissatisfaction with major department	87	19.2	5
Q17U	Personal problems	80	17.7	6
Q17S	Home responsibilities were too great	77	17.5	7
Q17G	Unsure about my choice of major/program	72	16.0	8
Q17J	Accepted a job	67	15.2	9
Q17V	Fulfilled my personal educational goals	63	13.9	10
Q17H	Course work not challenging	58	12.8	11
Q17T	Illness, personal or family	55	12.2	12
Q17O	Financial aid was not sufficient	52	11.5	13
Q17N	Applied, but could not obtain financial aid	51	11.3	14
Q17X	Moved out of this area	47	10.4	15
Q17R	Found study too time consuming	45	10.0	16
Q17W	Marital situation changed my educational plans	37	8.2	17
Q17A	Low grades	35	7.7	18*
Q17C	Inadequate study techniques or habits	35	7.7	18*
Q17B	Found courses too difficult	28	6.1	20
Q17L	Couldn't find a job while at school	26	5.8	21*
Q17P	Child care too costly	26	5.8	21*
Q17Q	This school was too expensive	24	5.3	23
Q17Y	Child care not available	19	4.2	24
Q17K	Went into military service	14	3.1	25
	Total	1413	313.3	
	Mean	56.52	12.5	

NOTE: * - Denotes a tie in Rank

Figure I

Percentage of Respondents Indicating
Reasons For Leaving



reason dominates the others but that there are a variety of academic, employment, financial and personal reasons at work. This is evident in Figure I which plots on a graph the student responses to the twenty-five reasons for leaving. The major academic reason (27.6%) was 17E (Major or courses not available at this school). This academic reason is strongly supported by several other academic reasons such as 17D (Needed a temporary break from studies), 17F (Dissatisfaction with major department), 17G (Unsure about my choice of major/program), and 17H (Course work not challenging). The major employment reason was 17I (Scheduling conflict between job and studies) with a percentage response of 23.2%. It was also strongly supported by another employment reason (17J) which indicated that 15.2% of students left college to accept a job. The financial reason, 17M (Not enough money to go to school), ranked third with a percentage response of 21.2%. Lastly, three personal reasons, 17U (Personal problems), 17S (Home responsibilities were too great), and 17V (Fulfilled my personal educational goals) also received strong responses as reason for attritions.

The ranking provides a good general picture of the reasons for attrition and illustrates that there are many factors for student attrition. The checklist or menu of various reasons encourages a respondent to check off several items. In this survey, 1413 responses were recorded as "MODERATE" or "MAJOR" reasons for attriting from a pool of 452 respondents. On the average, this indicates that respondents checked more than three reasons (3.1) per questionnaire. This probably accurately reflects the nature of the attrition process; that is, there are several variables which contribute to a student's decision to leave school. This approach however, does not isolate the primary reason for attriting. To help identify this factor, an open-ended question (Question 16) was asked prior to the question involving a checklist of twenty-five reasons. This question asks the student to provide

a written explanation of the reason for leaving school. These descriptions (responses to question 16) were reviewed and coded for one of ten possible reasons. In this study, these coded responses will be referred to as the "Primary Reason for Attrition".

Table 5-2 provides a frequency distribution of the coded responses to question 16. Academic reasons were divided into two categories: those relating to the college and those relating to the student. Academic reasons relating to the college included such responses as: major/program not available, dissatisfaction with a major department or faculty, courses not available, etc. Academic reasons relating to the student included such items as: found study too time consuming, low grades, not accepted into a particular program, etc. Personal problems included reasons such as illness, changes in marital status, home responsibilities, etc. Certain personal related reasons such as travel, moved from area or personal goals achieved were coded separately and are not included in the personal problem category. In examining Table 5-2, the reasons for attrition become a little clearer. It shows more of a spread between academic reasons related to the college (24.3%) and the second highest item which was personal problems at 17.7%. Employment reasons ranked third in Table 5-2 (11.9%) and did not have as strong a response as it did in the twenty-five item checklist. Financial reasons likewise with an 8.2% response did not show as strong a response as it did in the twenty-five item checklist. Personal problems (code 5) and other personal related items (codes 7, 8 and 9) together accounted for 31.7% of the primary reasons for attrition. The 31.7% figure excludes financial problems (code 4) which some researchers would include as a personal problem. In this study, financial reasons are accepted as contributing to attrition but are not considered as a major reason in themselves. Researchers of

attrition in general tend to "play down" the importance of financial reasons for attrition. Pantages and Creedon in their review of attrition studies reached the following conclusions:

> "The role of financial factors in attrition is somewhat confusing. Students consistently rank finances high in their reasons for dropping out. Research, however, indicates that these are not the primary reasons that prompt students to drop out."[5]

In addition, the College of Staten Island as a unit of CUNY is one of the least expensive higher education institutions in the country. Therefore, the three primary reasons for attrition can be ranked as personal (other than financial), academic related to the college and employment.

There is a tendency among institutional researchers in studying attrition to concentrate on negative attitudes toward a college. There is a sense of "what is wrong with the college" which can be harmful and only looks at one part of the attrition process. As illustrated above, many of the reasons for attrition at CSI are factors which neither the college nor the student could control such as illness and other personal problems. It is noted that 5.3% of the attriters left CSI for the positive reason of achieving their personal educational goals. In this study, there is a major interest in student satisfaction at the college.

Table 5-3 provides a frequency distribution of student satisfaction with their academic experiences (question 18 of the survey) at CSI. In all cases, the majority of the respondents indicated that they were satisfied with their experiences. Respondents ranked items 18A (Your overall impression of general education courses) and 18C (The quality of instruction) quite high at 76.4% and 75.9% satisfaction. The item of least satisfaction was the availability of courses (item 18D) at 60.1% satisfaction. In general, these

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[5]Ibid., Pantages, Timothy and Creedon, Carol, page 93.

Table 5-2

Frequency Distribution of the Primary Reason For Leaving College Based on Student's Response to Open-Ended Question 16

CODE	REASON	N	%
0	NA	48	10.6
1	Academic Reason - College	110	24.3
2	Academic Reason - Student	42	9.3
3	Employment	54	11.9
4	Financial	37	8.2
5	Personal Problem	80	17.7
6	Administrative Services and Facilities	18	4.0
7	Travel Problem to CSI	12	2.7
8	Moved from Area	27	6.0
9	Personal Goals Achieved	24	5.3
		452	100.0

figures indicate high satisfaction with academic experiences among the attrition population.

Table 5-4 provides a frequency distribution of student satisfaction with administrative services and facilities. Administrative services and facilities although they contribute to a student's decision to leave, are not considered primary reasons for attrition. At the College of Staten Island, administrative services and facilities may even be less important than at other colleges. There are no dormitories at CSI and students generally are a local commuter population. They maintain an active social and recreational life beyond the college and are not as dependent on CSI as are students in residence at a college. In examining Table 5-4, many services and facilities have not been used by a majority of the attriters. For those students who did use a service or facility, the majority in all cases were satisfied. Certain facilities such as the library received a very high percentage (84.3%) of satisfaction. Registration, possibly the most trying experience at most large colleges and universities, received the lowest percentage (51.7%) of student satisfaction.

In summarizing the data in the preceding paragraphs, students have left CSI for a variety of personal, academic and employment reasons. Academic reasons as related to the college is a very strong factor in terms of being the primary reason for attrition. Yet, these same students also indicate a high degree of satisfaction with their academic experiences. Have these students temporarily "stopped out" of college and plan to return, or have they decided to go elsewhere to pursue their educational goals? These questions need to be answered in order to more fully understand the nature of attrition at CSI.

Table 5-3

Frequency Distribution
of Student Satisfaction
with Academic Experiences (Question 18)

	REASON	NA N	NA %	Dissatisfied N	Dissatisfied %	Adjusted* %	Satisfied N	Satisfied %	Adjusted* %
Q18A	Your overall impression of general education courses	71	15.7	89	19.7	23.3	292	64.6	76.7
Q18B	Your overall impression of courses in your major/program	79	17.5	97	21.5	26.0	276	61.1	74.0
Q18C	The quality of instruction	62	13.7	94	20.8	24.1	296	65.5	75.9
Q18D	Availability of courses offered that were of interest to you	79	17.5	149	33.0	39.9	224	49.6	60.1
Q18E	The accessibility of instructors	70	15.5	104	23.0	27.2	278	61.5	72.8
Q18F	Helpfulness of instructors in assisting you with career plans	75	16.6	130	28.8	34.4	247	54.6	65.6

*Adjusted % excludes those not answering (NA) the question.

Table 5-4

Frequency Distribution of
Student Satisfaction with
Administrative Services and Facilities

	REASON	NEVER USED SERVICE N	NEVER USED SERVICE %	DISSATISFIED N	DISSATISFIED %	ADJUSTED* %	SATISFIED N	SATISFIED %	ADJUSTED* %
Q19A	Admissions Office Information	155	34.3	90	19.9	30.3	207	45.9	69.7
Q19B	Registration	80	17.7	180	39.8	48.3	192	42.7	51.7
Q19C	Financial Aid Office	247	54.6	83	18.4	40.4	122	27.0	59.6
Q19D	Laboratory Facilities	258	57.1	38	8.5	19.5	156	34.6	80.5
Q19E	Faculty Academic Advising	221	48.9	103	22.8	44.6	128	28.3	55.4
Q19F	Social Facilities (clubs, lounges, etc.)	303	67.0	55	12.1	36.9	94	20.8	63.1
Q19G	Counseling Center	308	68.1	67	14.8	46.5	77	17.0	53.5
Q19H	Reading and Writing Skills Improvement	375	83.0	10	2.2	21.3	37	14.8	78.7
Q19I	Math Skills Improvement	348	77.0	22	4.9	21.1	82	18.2	78.9
Q19J	Career Development/Placement Services	382	84.5	29	6.4	41.4	41	9.1	58.6
Q19K	Cafeteria	157	34.7	143	29.4	46.9	162	35.8	53.1
Q19L	Recreation and Athletic Facilities	307	67.9	32	7.1	22.1	113	25.0	77.9
Q19M	Library	152	33.6	47	10.4	15.7	253	57.0	84.3
Q19N	Health Center	373	82.5	18	4.0	22.8	61	13.5	87.2
Q19O	Bookstore	114	25.2	120	26.6	35.5	218	48.2	64.5

*Adjusted % excludes those not answering (NA) the question.

VI Subpopulations of Attriters

In Chapter V, findings on the reasons for attrition were presented for all respondents to the attrition survey. These findings provided a good overview of the various factors which contributed to a student's decision to leave college. To better understand these factors, it is worthwhile to isolate certain subpopulations of attriters to determine if any difference exist in respect to their reasons for leaving college. In this chapter, several subpopulations such as full-time/part-time status, major/program, credits completed and grade point average will be isolated and compared to the total population of attriters.

Table 6-1 compares full-time and part-time student responses to the twenty-five reasons checklist (question 17). In examining the percentages of responses (where students characterized an identified reason as a "MODERATE" or "MAJOR" reason for leaving) in the two groups, the patterns of response are generally similar. This is more evident in Figure II, which plots on a graph the response percentages of the two groups of students. Although the pattern is similar, there are several differences in the strength of some of the reasons for leaving. A slightly higher percentage of full-time students indicated academic reasons for leaving college, particularly for reasons such as "Low grades" (17A) and "Unsure about choice of major" (17G). A consistently higher percentage of full-time students indicated financial reasons (17M through 17Q) for leaving college than did part-time students. Employment-related reasons showed different but understandable responses. Part-time students who generally work full-time ranked reasons 17I (Scheduling conflict between job and studies) at 26.1% as compared to 19.6% for the full-time students. On the other hand, more full-time students (20.1%) left college because they accepted a job than

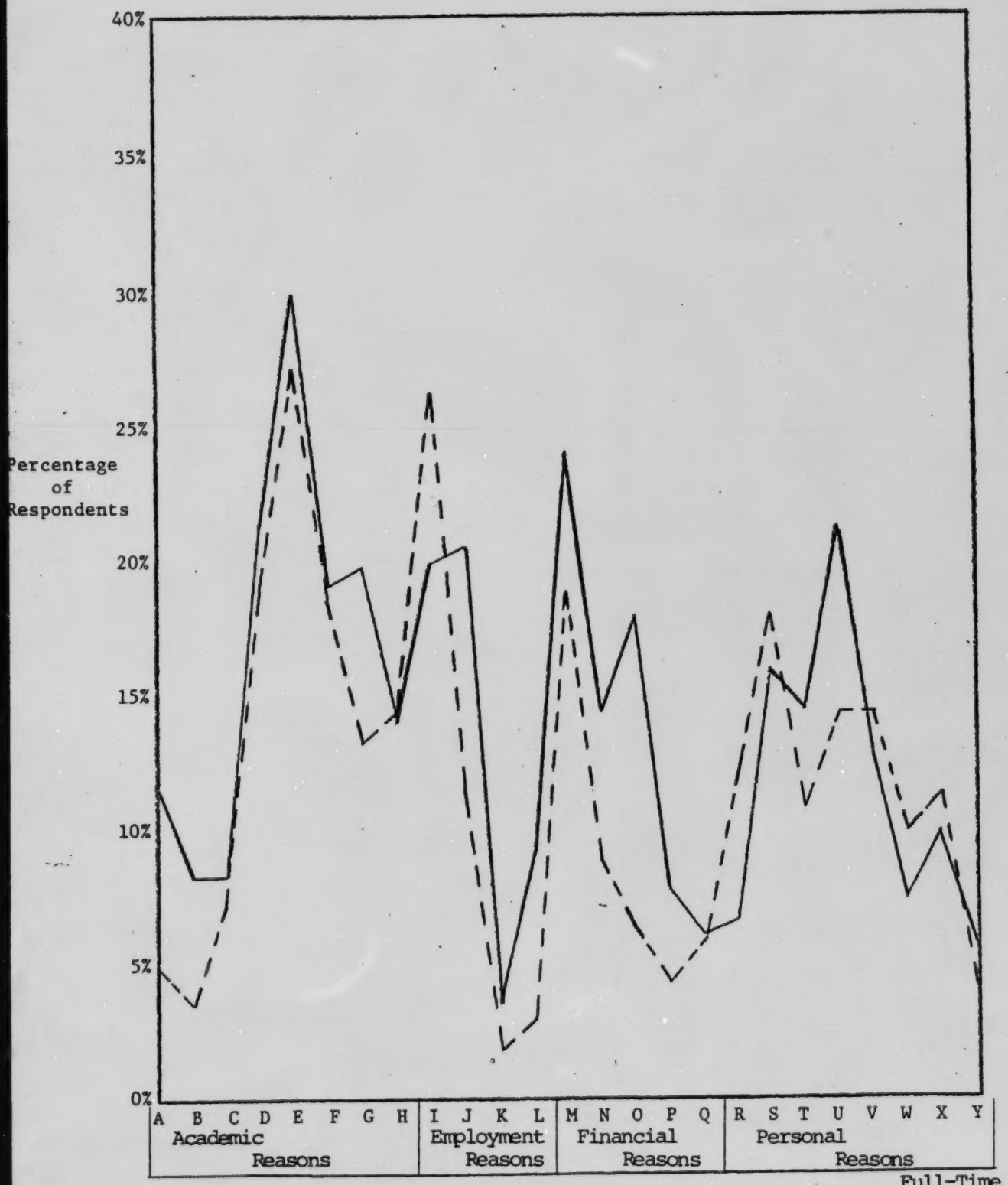
Table 6-1

Comparison of 25 Reasons for Leaving College
By Full-Time/Part-Time Status

	REASON	FULL TIME (N=184) %	PART TIME (N=226) %
	Academic Reasons		
Q17A	Low grades	11.4	4.9
Q17B	Found courses too difficult	8.2	3.5
Q17C	Inadequate study techniques or habits	8.2	7.1
Q17D	Needed a temporary break from studies	20.7	18.6
Q17E	Major or courses not available at this school	29.9	27.0
Q17F	Dissatisfaction with major department	19.0	18.1
Q17G	Unsure about my choice of major/ program	19.6	13.3
Q17H	Course work not challenging	14.1	14.2
	Employment Reasons		
Q17I	Scheduling conflict between job and studies	19.6	26.1
Q17J	Accepted a job	20.1	11.5
Q17K	Went into military service	3.3	1.8
Q17L	Couldn't find a job while at school	8.7	2.7
	Financial Reasons		
Q17M	Not enough money to go to school	23.9	18.6
Q17N	Applied, but could not obtain financial aid	14.1	8.8
Q17O	Financial aid was not sufficient	17.9	6.2
Q17P	Child care too costly	7.6	4.4
Q17Q	This school was too expensive	6.0	5.8
	Personal Circumstances		
Q17R	Found study too time consuming	6.5	11.9
Q17S	Home responsibilities were too great	15.8	17.7
Q17T	Illness, personal or family	14.1	10.6
Q17U	Personal problems	21.2	14.2
Q17V	Fulfilled my personal educational goals	13.0	14.2
Q17W	Marital situation changed my educational goals	7.1	9.7
Q17X	Moved out of this area	9.8	11.1
Q17Y	Child care not available	5.4	3.5

Figure II

Comparison of Full-Time and Part-Time Student
Responses To Reasons For Leaving



did part-time students (11.5%). Personal circumstances received a mixed response from the two groups with the strongest difference being personal problems (17U). Full-time students responded 21.2% versus 14.2% for part-time students. Table 6-2 compares full-time and part-time student responses to question 16 (the open-ended question coded as the student's primary reason for leaving college). The data in this table generally supports and is consistent with Table 6-1. Full-time students listed academic reasons both related to the college (28.8%) and to the student (12.5%) somewhat higher than did part-time students. Employment reasons were more a factor for part-time students (14.6%) than they were for full-time students (9.8%). "Financial Reasons" did not show as strong a response as the primary reason for attrition as it did on the checklist of reasons. "Personal Problems" were given as the primary reason for attrition by relatively large percentages of both groups, with part-time students responding at 18.6%, and full-time students at 14.7%. Based on the data in Tables 6-1 and 6-2, employment factors accounted for the greatest differences between full-time and part-time students. More part-time students left because of conflicts between job and studies, while more full-time students left because they decided to accept jobs. Other factors such as academic reasons and personal reasons were strong in both groups of students.

A very popular aspect of college attrition studies is to compare the attrition among various academic programs or majors. Institutional researchers and college administrators seek to determine whether certain departments are losing more students than otherwise would be expected. Table 6-3 provides a frequency distribution of the academic program/major of the attrition survey. The data shows that high percentages of business

Table 6-2

Comparison of Full-time/Part-time (Question 13)
By Primary Reason for Leaving College

	REASON	FT N	FT %	PT N	PT %
0	NA	16	8.7	22	9.7
1	Academic - College	53	28.8	51	22.6
2	Academic - Student	23	12.5	17	7.5
3	Employment	18	9.8	33	14.6
4	Financial	16	8.7	18	8.0
5	Personal Problems	27	14.7	42	18.6
6	Administrative Services	8	4.3	8	3.5
7	Travel	11	6.0	1	.4
8	Moved	11	6.0	14	6.2
9	Personal Goals Achieved	1	.5	20	8.8
		184	100.0	226	100.0

students (16.2%), nursing students (6.4%), non-degree (19.2%) and non-science liberal arts students (26.3%) are leaving the college. However, in comparing these five programs with the total college population, the percentages for the drop-out group reflects the percentages of the total. Table 6-4 compares the five programs among attriters and the total college based on Fall 1979 enrollment figures. There are negligible differences in the percentages of students in the two groups with the exception of non-degree students, where they comprise 19.1% of the attriters versus 9.9% of the total college population. The higher percentage of non-degree students leaving the college is to be expected in that they have the least commitment or identity with any department or program.

Given the small number of respondents in the other academic programs, there would not be a sufficient basis for attempting to analyze the different reasons for attrition among these subpopulations. For informational purposes, however, Table 6-5 provides a comparison of the academic programs by the reason 17E (major or courses not available), which is the major reason among attriters for leaving CSI. It shows that students in all the academic programs tend to leave CSI for this primary reason. In terms of total numbers, students in non-degree and non-science liberal arts programs account for almost half (48.8%) of the attrition population. Efforts to reduce attrition at CSI should concentrate to some degree on these two program/major subpopulations. In Chapter VII, we will see that a good percentage of these students, 36.8% of the non-degree and 41.1% of the non-science liberal arts students, indicated that they plan to continue their education at another college. A better understanding of the educational goals of these students would be a great help in determining where resources should be distributed for new programs or course offerings.

Table 6-3

Frequency Distribution of
Attriters By Department of Program/Major

Department	N	%
Applied Sciences	24	5.3
Biology	16	3.5
Business	73	16.2
Chemistry	3	.7
CUNY-BA	8	1.8
Education	17	3.8
Electrical Technology	9	1.5
English, Speech & World Literature	3	.7
History	0	0.0
Mathematics & Computer Science	10	2.2
Mechanical Technology	7	1.5
Modern Languages	1	.2
Non-Degree	87	19.2
Nursing	29	6.4
Performing and Creative Arts	3	.7
Political Sci/Econ/Philosophy	10	2.2
Psyc/Soc/Anthropology	24	5.3
Liberal Arts	119	26.3
NA	9	2.0
	N = 452	

Table 6-4

Comparison of Selected Academic Program/Major of Attriters
By Total College Population

Major/Program	Attriters N	Attriters %	Total College N	Total College %	Difference
BT (Business - AAS)	45	9.9	1110	10.6	- .7
BX (Business Transfer - AAS)	28	6.1	608	5.8	+ .3
NR (Nursing - AAS)	25	5.5	444	4.3	+1.2
NS (Liberal Arts - AA)	118	26.3	2864	27.4	-1.1
ND (Non Degree)	86	19.0	1034	9.9	+9.1
Subtotal	302	66.8	6060	58.2	+8.6
All others	150	33.2	4356	41.8	
Totals	452	100.0	10416	100.0	

Table 6-5

Comparison of Department of Major/Program
By Question 17E (Major or Courses Not Available)

Department of Major	NA		Not a Reason		Major Reason	
	N	%	N	%	N	%
Applied Sciences	1	4.1	14	58.3	9	37.5
Biology	3	18.7	7	43.7	6	37.5
Business	7	9.6	53	72.6	13	17.8
Chemistry	0	0.0	2	66.7	1	33.3
CUNY-BA	3	0.0	1	12.5	4	50.0
Education	3	17.6	8	47.1	6	35.3
Electrical Technology	1	11.1	5	55.5	3	33.3
English, Speech & World Literature	0	0.0	2	66.7	1	33.3
History	0	0.0	0	0.0	0	0.0
Mathematics & Computer Science	0	0.0	8	80.0	2	20.0
Mechanical Technology	0	0.0	5	71.4	2	28.6
Modern Languages	0	0.0	1	100.0	0	0.0
Non-Degree	18	20.7	39	44.8	30	34.5
Nursing	1	3.4	22	75.9	6	20.7
Performing and Creative Arts	1	33.3	2	66.7	0	0.0
Political Sci./Econ/Philosophy	3	30.0	4	40.0	3	30.0
Psyc./Soc./Anthropology	3	12.5	15	62.5	6	25.0
Liberal Arts	21	17.6	67	56.3	31	26.0
NA	1	11.1	6	66.6	2	22.2
Total	66	14.6	261	57.7	125	27.7

In most college studies, subpopulations based on the number of credits completed at the institution are usually compared for differences. Standard reports provided to CUNY and SUNY frequently are categorized according to lower and upper division categories of students. Students who have had more experience at a college tend to react differently than do newer students. In general, colleges across the country experience the greatest attrition among freshmen and sophomore students. The data in Table 3-2 in Chapter 3 illustrated that at CSI, the largest proportion of attriters were freshmen (54.4%) followed by sophomores (19.9%). Table 6-6 compares the responses of lower division (0-60 credits) and upper division (61 credits or more) students to the checklist of twenty-five reasons for leaving college. For most of the reasons, the two groups tended to respond similarly to each other and to the total population. The most significant exception is 17E (Major or courses not available). A very high percentage (39.8%) of the upper division students responded that this was their reason for leaving CSI as compared with 23.8% for the lower division. This is more evident in Figure III which plots on a graph the response percentages of the two groups. This difference is supported by the responses to the open-ended question (Question 16) for the primary reason for leaving (see Table 6-7). In this table, 33.6% of the upper division students responded that academic reasons related to the college were the primary basis for leaving. In examining the checklist, it appears that these academic reasons are more related to 17E than any other academic reason. This may be indicative of relatively strong and developed associate degree programs at CSI while the bachelor degree programs are still being developed and strengthened as the college resources permit.

Personal problems among the lower division students is also a strong reason for attrition. This is based essentially on the data in Table 6-7

Table 6-6

Comparison of Reasons for Leaving College
By Credits Completed

	Reason	Total (N=452) %	Lower Division 0-60 Credits (N=336) %	Upper Division 61 Credits or more (N=113) %
	Academic Reasons			
Q17A	Low grades	7.7	8.3	5.3
Q17B	Found courses too difficult	6.2	6.3	5.3
Q17C	Inadequate study techniques or habits	7.7	8.6	4.4
Q17D	Needed a temporary break from studies	19.7	18.2	24.8
Q17E	Major or courses not available at this school	27.7	23.8	39.8
Q17F	Dissatisfaction with major department	19.2	19.9	16.8
Q17G	Unsure about my choice of major/program	15.9	17.3	12.4
Q17H	Course work not challenging	12.8	14.3	8.8
	Employment Reasons			
Q17I	Scheduling conflict between job and studies	23.2	23.2	23.0
Q17J	Accepted a job	15.3	14.3	18.6
Q17K	Went into military service	3.1	3.0	2.7
Q17L	Couldn't find a job while at school	5.8	5.7	6.2
	Financial Reasons			
Q17M	Not enough money to go to school	21.2	20.2	23.9
Q17N	Applied, but could not obtain financial aid	11.3	11.3	11.5
Q17O	Financial aid was not sufficient	11.5	12.2	9.7
Q17P	Child care too costly	5.8	5.7	6.2
Q17Q	This school was too expensive	5.3	5.4	5.3
	Personal Circumstances			
Q17R	Found study too time consuming	10.0	10.7	7.1
Q17S	Home responsibilities were too great	17.5	18.5	15.0
Q17T	Illness, personal or family	12.2	13.4	8.8
Q17U	Personal problems	17.7	18.2	16.8
Q17V	Fulfilled my personal educational goals	13.9	14.3	13.3
Q17W	Marital situation changed my educational goals	8.2	10.1	2.7
Q17X	Moved out of this area	10.4	10.4	10.6
Q17Y	Child care not available	4.2	4.2	4.4

Figure III

Comparison of Lower and Upper Division
Student Responses To Reasons For Leaving

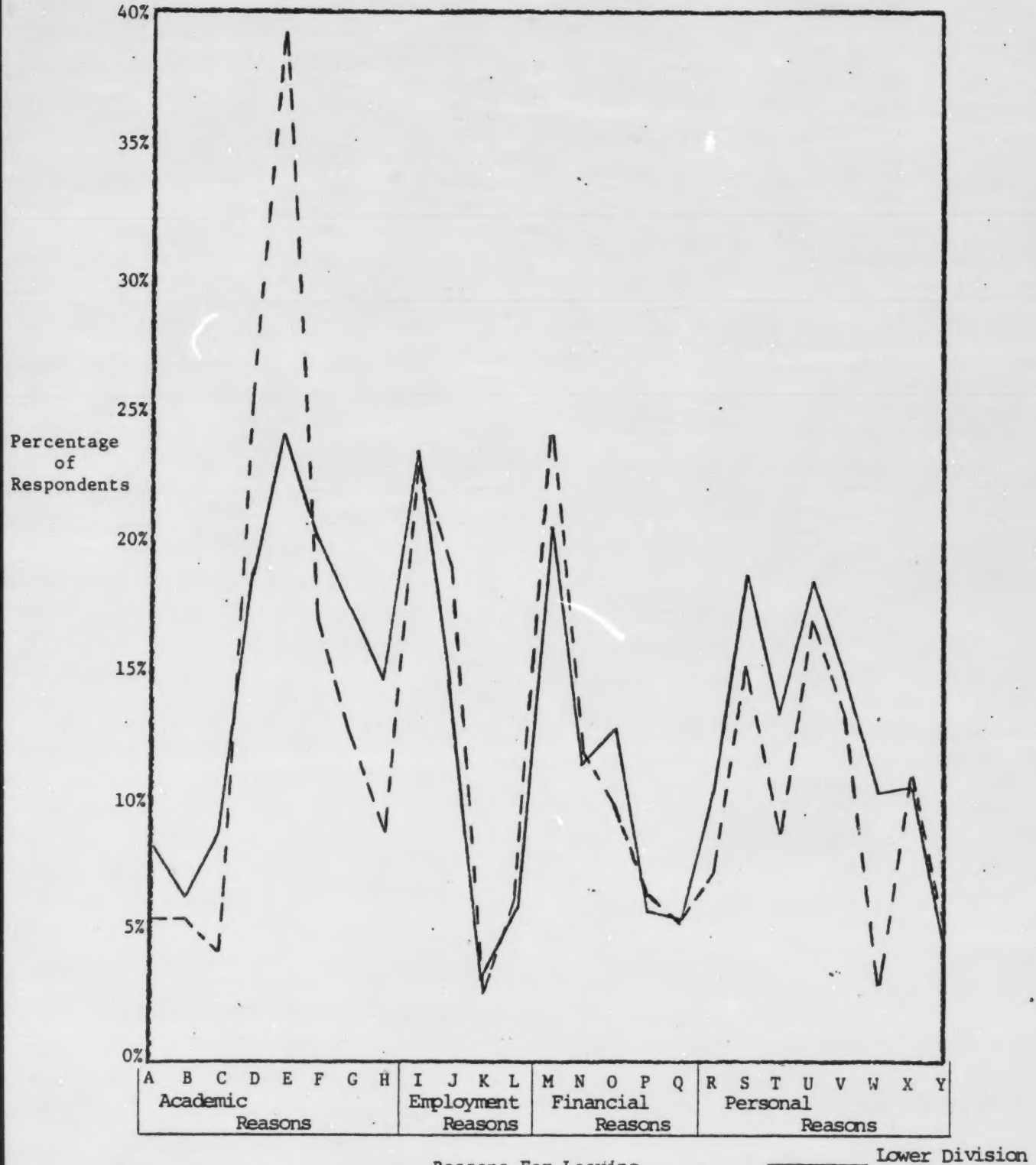


Table 6-7

Comparison of the Primary Reason for Leaving College
By Credits Completed

CODE	REASON	Total (N=452) %	0-60 Credits (N=336) %	60 Credits or Mor (N=113) %
0	NA	10.6	8.6	15.9
1	Academic Reason - College	24.3	21.4	33.6
2	Academic Reason - Student	9.3	9.2	9.7
3	Employment	11.9	12.5	10.6
4	Financial	8.2	7.4	9.7
5	Personal Problems	17.7	20.5	8.8
6	Administrative Services and Facilities	4.0	5.1	.9
7	Travel Problem to CSI	2.7	2.7	2.7
8	Moved from Area	6.0	6.2	3.5
9	Personal Goals Achieved	5.3	5.7	4.4

and is supported to some degree in Table 6-6. Employment and financial reasons tend to be about equal factors in these two groups.

Since freshmen comprise 54.4% of the attrition population, a examination of this group is necessary to better understand student reasons for leaving college. Table 6-8 compares freshmen responses to the twenty-five reason checklist. Freshmen as a group, responded very similarly to the total student attrition population. This is to be expected given that they comprise a majority of the population. Within the freshmen population, there are differences between those freshmen who are full-time versus those who are part-time. Full-time freshmen indicated that academic reasons related to the student (low grades, found courses too difficult) were a more important basis for their leaving than they were for part-time students. Part-time students, on the other hand, responded more like upper-division students regarding reason 17E (major or courses not available). 30.3% of the part-time freshmen felt that this was a major reason for leaving, compared to 17.3% of the full-time freshmen. This may reflect more their inability to get courses which fit their schedules, assuming that most of them work and are therefore limited with regard to time. At CSI, they also generally are the last group of students to register, further limiting their choice of courses. Personal circumstances was also a category where the response from these two groups was somewhat different. Full-time freshmen, (29.6%), for instance, responded much more strongly to reason 17U (personal problems) than did part-time students (14.5%). This is consistent with the differences among all full-time and part-time students, but seems even stronger among freshmen.

The last subpopulation of attriters to be examined is based on grade point average (GPA). This is normally a very important factor in studying

Table 6-8

Comparison of Reasons for Leaving College
By Freshmen Full-Time and Part-Time

	Reason	Total (N=452) %	Freshman All Freshman (N=246)	Freshman FT (N=81) %	Freshman PT (N=152) %
	Academic Reasons				
Q17A	Low grades	7.7	10.6	17.3	6.6
Q17B	Found courses too difficult	6.2	6.9	9.9	4.6
Q17C	Inadequate study techniques or habits	7.7	9.8	11.1	9.2
Q17D	Needed a temporary break from studies	19.7	18.7	19.8	18.4
Q17E	Major or courses not available at this school	27.7	25.2	17.3	30.3
Q17F	Dissatisfaction with major department	19.2	21.1	19.8	21.1
Q17G	Unsure about my choice of major/program	15.9	16.7	19.8	15.1
Q17H	Course work not challenging	12.8	16.7	17.3	17.8
	Employment Reasons				
Q17I	Scheduling conflict between job and studies	23.2	23.2	16.0	26.3
Q17J	Accepted a job	15.3	11.0	17.3	7.2
Q17K	Went into military service	3.1	2.8	3.7	2.0
Q17L	Couldn't find a job while at school	5.8	4.5	7.4	2.0
	Financial Reasons				
Q17M	Not enough money to go to school	21.2	19.1	17.3	18.4
Q17N	Applied, but could not obtain financial aid	11.3	10.2	12.3	8.6
Q17O	Financial aid was not sufficient	11.5	11.4	21.0	5.3
Q17P	Child care too costly	5.8	5.7	6.2	5.3
Q17Q	This school was too expensive	5.3	6.1	7.4	5.9
	Personal Circumstances				
Q17R	Found study too time consuming	10.0	11.4	7.4	13.8
Q17S	Home responsibilities were too great	17.5	19.1	18.5	18.4
Q17T	Illness, personal or family	12.2	13.8	16.0	13.2
Q17U	Personal problems	17.7	20.3	29.6	14.5
Q17V	Fulfilled my personal educational goals	13.9	15.4	12.3	16.4
Q17W	Marital situation changed my educational goals	8.2	10.2	8.6	11.8
Q17X	Moved out of this area	10.4	11.4	9.9	11.8
Q17Y	Child care not available	4.2	4.5	4.9	3.9

attrition at most colleges. Whether a low grade point average is a reason in itself or symptomatic of other reasons is a topic of debate among many researchers. In the study, it is determined to be less important because students who were academically dismissed were not included in the survey. Table 6-9 compares the twenty-five item checklist of reasons for attrition for those students whose GPA were less than 2.00 (4.00 GPA system) and greater than 2.00. Between the two groups, responses to most of the reasons are similar. However, reasons such as "Low grades", "Found courses too difficult" and "Inadequate study habits" were more a factor for students with low grade point averages. Academic reasons such as 17E (major courses not available) were more a factor for students with high grade point averages. Employment, financial and personal factors were more frequently cited as reasons by students with low grade point averages. This last observation tends to support the one school of thought that a low GPA is more a symptom than the problem. However, given the size of our population, this needs to be further studied on a much larger scale to be accepted with any confidence. As stated earlier, GPA was not an important area of analysis for the purposes of this study. In requesting this study, the college administration was most interested in isolating those students who were doing well here at CSI and for whatever reason chose not to continue.

Table 6-9

Comparison of Reasons for Leaving
By GPA

	Reason	GPA (N=110) <2.00 %	GPA (N=335) >2.00 %
	Academic Reasons		
Q17A	Low grades	19.1	3.6
Q17B	Found courses too difficult	15.4	2.7
Q17C	Inadequate study techniques or habits	17.2	4.5
Q17D	Needed a temporary break from studies	19.0	20.0
Q17E	Major or courses not available at this school	21.9	29.6
Q17F	Dissatisfaction with major department	18.2	19.1
Q17G	Unsure about my choice of major/program	22.7	13.8
Q17H	Course work not challenging	10.9	13.8
	Employment Reasons		
Q17I	Scheduling conflict between job and studies	27.2	21.8
Q17J	Accepted a job	14.5	15.5
Q17K	Went into military service	3.6	2.4
Q17L	Couldn't find a job while at school	10.0	4.2
	Financial Reasons		
Q17M	Not enough money to go to school	24.6	20.0
Q17N	Applied, but could not obtain financial aid	14.5	10.2
Q17O	Financial aid was not sufficient	16.3	9.9
Q17P	Child care too costly	5.4	5.7
Q17Q	This school was too expensive	5.4	5.4
	Personal Circumstances		
Q17R	Found study too time consuming	11.8	9.3
Q17S	Home responsibilities were too great	19.1	17.1
Q17T	Illness, personal or family	19.0	9.9
Q17U	Personal problems	27.3	14.7
Q17V	Fulfilled my personal educational goals	10.0	14.9
Q17W	Marital situation changed my educational goals	10.9	7.5
Q17X	Moved out of this area	6.4	11.6
Q17Y	Child care not available	4.5	4.2

VII Future Plans of Attriters

A major purpose of this study was to determine the future plans of those students who have left the college. It is important to know whether they are temporarily "stopping out" of college and will return, whether they are transferring to another college to continue their education, or whether they have dropped out of college altogether. Vincent Tinto in his research on dropouts developed a theoretical model of dropout behavior. A crucial aspect of this model is the distinction between those students who no longer have a commitment to continue college versus those who decide that a particular institution is not meeting their goal to finish college.[6] This is an area of major concern in this study. Question 21 (What are your current educational plans?) enabled us to determine and control respondents according to their future plans.

Table 7-1 provides a frequency distribution of the responses to question 21. According to this distribution, 29.2% (codes 1 & 2) of the respondents will return to CSI; 35.4% (codes 3 & 4) are planning on enrolling at another college; and 24.3% have no plans for college. In the remainder of this chapter, the attrition population will be divided into three groups:

1. Those students who have "stopped out" and plan to return to CSI;
2. Those students who are or plan to enroll at another college;
3. Those students who have dropped out of college and have no plans to attend any college.

In studying the three groups, particular attention will be paid to the

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[6]Ibid., Tinto, Vincent, pages 94-95.

Table 7-1

Frequency Distribution of the Future Plans of Attriters

		N	%
0	NA	50	11.1
1	Have Re-enrolled at CSI	16	3.5
2	Plan to Re-enroll at CSI	116	25.7
3	Have Enrolled at Another College	118	26.1
4	Plan to Enroll at Another College	42	9.3
5	No Plans for College	110	24.3
		452	100.0

second group, those students who transfer to another college. The reason is that the transfer group still has a goal commitment to college but decided that CSI was not the institution by which to reach their goal. This group more so than any other attrition group will provide the most information regarding CSI's ability to meet the needs of its students.

Table 7-2 compares the twenty-five item checklist of reasons for leaving college by the future plans (3 above groups) of students. Students who plan to return to CSI cite a variety of reasons for leaving college. Finances, employment and personal reasons all seem to have contributed to their decision to "stop out". Those students who are transferring to another college clearly indicate that their major reason for leaving CSI is academic related to the college. Reasons 17E (major or courses not available), 17F (dissatisfaction with major department) and 17H (course work not challenging) are the top three reasons for leaving CSI. For those students who have no immediate plans for college, their responses are mixed and resemble those of the students returning to CSI. "Employment", "need a break from studies", and "home responsibilities" are their major reasons for leaving. Figure IV is a graph of the reasons for leaving for the three groups and it clearly illustrates the differences in responses. Table 7-3 compares the three groups in terms of their responses to the open-ended question 16 which is interpreted as their primary reason for leaving college. The distributions and percentages tend to support the data in Table 7-2. The students returning to CSI indicated several major reasons with the dominant reason being "personal problems" with a 31.8% response. Those students transferring to another college have one dominant reason for leaving and that is academic related to the college at 46.3%. Lastly, those students who have no plans for college show the largest

Table 7-2

Comparison of Reasons For Leaving College
By Future Plans of Attriters

	Reason	Plan to Re-Enroll at CSI (N=132) Rank	%	Plan to Re-Enroll at Another College (N=160) Rank	%	No Plans To Enroll At Any College (N=110) Rank	%
	Academic Reasons						
Q17A	Low grades	17	9.8	17*	6.9	22	5.4
Q17B	Found courses too difficult	13	11.1	22*	3.7	21	6.3
Q17C	Inadequate study techniques or habits	18*	9.1	17*	6.9	17	8.2
Q17D	Needed a temporary break from studies	2*	33.3	16	7.5	2	24.6
Q17E	Major or courses not available at this school	10*	15.2	1	46.2	7	20.9
Q17F	Dissatisfaction with major department	12	13.6	2	30.7	11	13.7
Q17G	Unsure about my choice of major/program	10*	15.2	7	15.6	8	18.2
Q17H	Course work not challenging	21	6.1	3	21.3	15*	9.1
	Employment Reasons						
Q17I	Scheduling conflict between job and studies	2*	33.3	4	19.4	1	26.4
Q17J	Accepted a job	8	17.4	9*	12.5	5*	21.8
Q17K	Went into military service	23	4.6	25	2.5	25	1.8
Q17L	Couldn't find a job while at school	16	9.9	21	5.6	23	3.6
	Financial Reasons						
Q17M	Not enough money to go to school	1	37.1	9*	12.5	5*	21.8
Q17N	Applied, but could not obtain financial aid	7	18.2	13	9.4	15*	9.1
Q17O	Financial aid was not sufficient	9	15.9	9*	12.5	14	10.0
Q17P	Child care too costly	18*	9.1	22*	3.7	19*	7.2
Q17Q	This school was too expensive	20	9.0	19*	5.7	24	2.7
	Personal Circumstances						
Q17R	Found study too time consuming	15	10.5	15	8.2	10	14.6
Q17S	Home responsibilities were too great	5	25.0	12	11.3	3*	23.7
Q17T	Illness, personal or family	6	21.2	14	8.8	13	11.8
Q17U	Personal problems	4	28.8	8	14.6	9	15.5
Q17V	Fulfilled my personal educational goals	25	3.0	5	18.8	3*	23.7
Q17W	Marital situation changed my educational goals	14	10.6	19*	5.7	12	12.8
Q17X	Moved out of this area	22	5.3	6	18.2	18	7.3
Q17Y	Child care not available	24	4.5	24	3.2	19*	7.2

NOTE: * - Denotes a tie in Rank

Figure IV

Comparison of Future Plans of Student Responses
To Reasons For Leaving

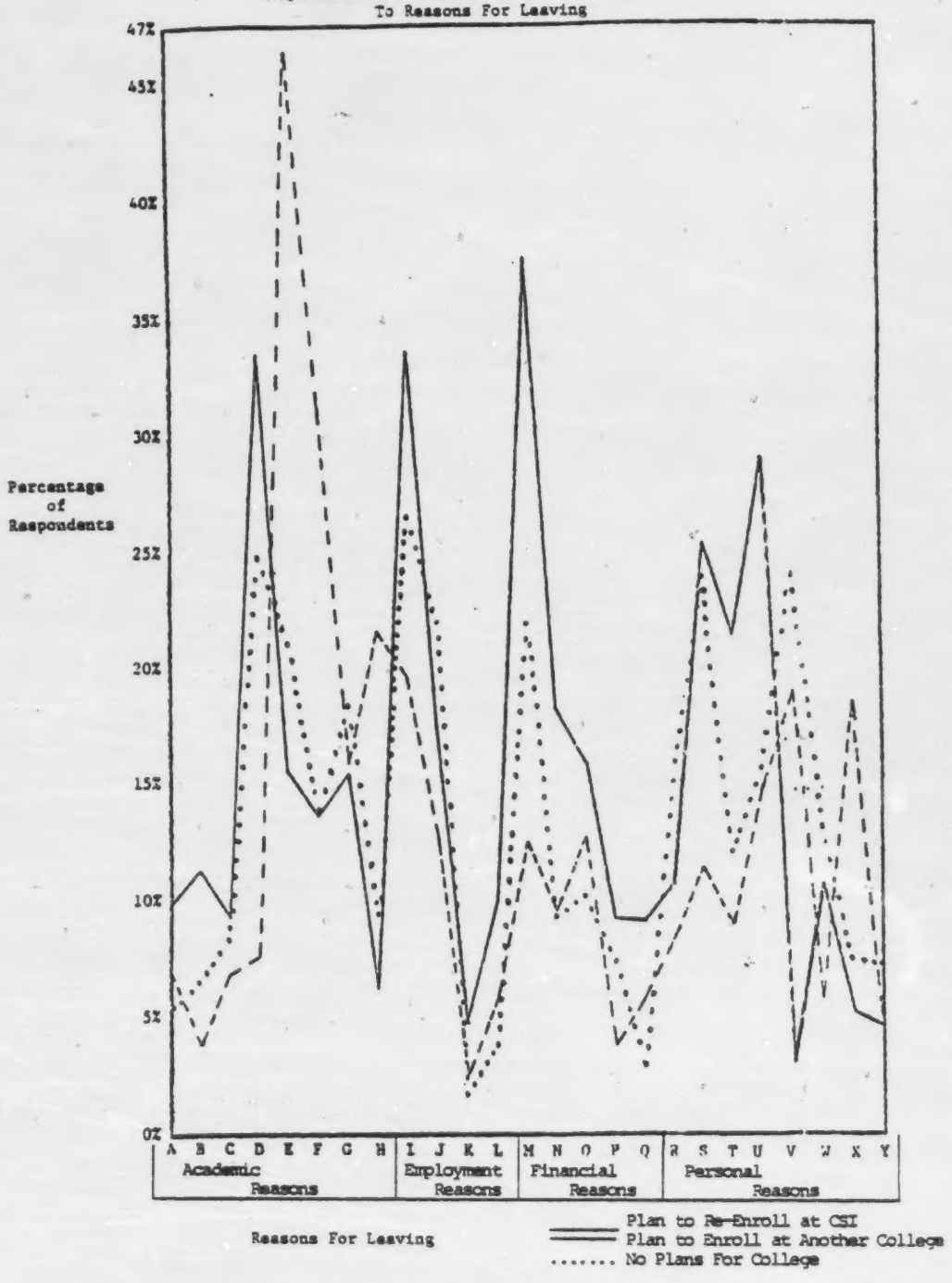

Table 7-3

Comparison of Primary Reason for Leaving College
By Future Plans of Attriters

		Plan to Re-Enroll CSI (N=132) %	Plan to Enroll Another College (N=160) %	No Plans For College (N=110) %
0	NA	10.6	8.8	9.1
1	Academic Reason - College	9.8	46.3	14.5
2	Academic Reason - Student	6.1	8.1	10.9
3	Employment	19.7	5.0	16.4
4	Financial	16.7	1.9	9.1
5	Personal Problems	31.8	5.0	20.9
6	Administrative Services	1.5	4.4	4.5
7	Travel to CSI	2.3	5.6	0.0
8	Moved	1.5	9.4	3.6
9	Personal Goals Achieved	0.0	5.6	10.9

variety of reasons for leaving college with "personal problems" receiving the highest response at 20.9%. A positive factor for this last group was that a healthy 10.9% indicated that their personal goals were achieved.

The differences in their reasons for leaving indicate that these three groups of students represent quite different populations. A brief look at some of their characteristics can best determine the difference. Table 7-4 compares the full-time and part-time status of the three groups. The part-time students tend to be evenly split in terms of their future plans. Full-time students on the other hand, seem slightly more inclined (47.3%) to enroll at another college. Table 7-5 compares the age of the three groups of students. The older students (age 25 or older) give a stronger indication (39.7%) of returning to CSI. The younger students (age 24 or younger) show a very strong indication (50.7%) of transferring to another college. Since most of the full-time students tend to be younger and since most of the part-time students tend to be older, an interesting question arises as to which variable is more dominant. Table 7-6 provides a comparison of the three groups of students by age but controlling for full-time and part-time status. The percentages here indicated that age is a slightly more dominant variable than full-time or part-time status. Full-time students who are younger show an even greater percentage (57.5%) transferring than does the older full-time population (28.6%). Part-time students who are younger also show a strong percentage (46.2%) transferring to other colleges than do older part-time students (21.6%). On the other hand, full-time students who are older show a greater percentage (44.4%) of returning to CSI than do younger full-time students (15.8%). Likewise, part-time students who are older also show a greater percentage (37.2%) returning to CSI than do younger part-time students (14.1%). This is an interesting finding in that some researchers

Table 7-4

Comparison of Future Plans By Full-Time/Part-Time

	FT (N=184)		PT (N=226)	
	N	%	N	%
Plan to Re-Enroll at CSI	48	26.1	66	29.2
Plan to Enroll at Another College	87	47.3	68	30.1
No Plans For College	38	20.7	61	27.0

Table 7-5

Comparison of Future Plans By Age of Respondents

	≤ 24 Years		≥ 25 Years	
	N	% (N=209)	N	% (N=234)
Plan to Re-Enroll at CSI	34	16.3	93	39.7
Plan to Enroll at Another College	106	50.7	53	22.6
No Plans For College	50	22.6	60	25.6

Table 7-6

Comparison of Future Plans By Age of Respondents
Controlling For Full-Time/Part-Time Status

	Full Time (N=184)			
	≤ 24 Years		≥ 25	
	N	%	N	%
Plan to Re-Enroll at CSI	19	15.8	28	44.4
Plan to Enroll at Another College	69	57.5	18	28.6
No Plans For College	26	21.7	12	19.0
	Part Time (N=226)			
	≤ 24 Years		≥ 25	
	N	%	N	%
Plan to Re-Enroll at CSI	11	14.1	55	37.2
Plan to Enroll at Another College	36	46.2	32	21.6
No Plans For College	19	24.4	42	28.4

do not consider age an important variable in studying attrition. Pantages and Creedon in reviewing several attrition studies concluded:

> "Of the demographic factors, our review shows that age is not a crucial variable."[7]

In this study, age is not an important variable in examining the total attrition population but in isolating future plans, it seems that the younger students have a greater tendency to transfer to another school whereas the older students plan to return. The reasons for this at CSI are possibly due to the fact that historically the college has devoted significant resources to serving its local community. It has made going to college very convenient for a large variety of students including part-time students by offering a wide range of evening and weekend course offerings. This has a greater appeal to the older student who must work and attend school at the same time.

Table 7-7 compares the future plans of students by credits completed. In general, the distribution here shows almost an exact pattern between the three groups of students. Lower and upper division apparently had no effect in the future plans of the attriters. This was not expected in that a very large percentage of upper division students (see Tables 6-6 and 6-7) indicated that academic reasons were the major reason for leaving. One would have expected that there existed a relationship between the upper division students and those students transferring to another college in that both groups had very large percentages responding that college-related academic reasons were their major reason for leaving. Table 7-8 shows the same comparison as Table 7-7 but only among those students who responded that reason 17E (major or courses not available) was a major reason for leaving college. This reason was selected because it was the number one

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[7]Ibid., Pantages and Creedon, page 92.

Table 7-7

Comparison of Future Plans of Attriters
By Credits Completed

	Lower Division 0-60 Credits (N=336)		Upper Division 60 Credits or More (N=113)	
	N	%	N	%
NA	35	10.4	14	12.4
Plan to Re-Enroll at CSI	100	29.8	32	28.3
Plan to Enroll at Another College	118	35.1	41	36.3
No Plans For College	83	24.7	26	23.0

Table 7-8

Comparison of Future Plans of Attriters By Credits
Completed For Those Students Who
Left For Academic Reasons Related to the College (Q17E)

	Lower Division 0-60 Credits (N=80)		Upper Division 60 Credits or More (N=45)	
	N	%	N	%
NA	6	7.5	2	4.4
Plan to Re-Enroll at CSI	12	15.0	8	17.8
Plan to Enroll at Another College	45	56.3	29	64.4
No Plans For College	17	21.3	6	13.3

academic reason for leaving and therefore generated a large subpopulation of students (N=125) who left for college related academic reasons. Although there is a slight difference (+8.1%) in the percentage between the lower and upper division students transferring to another college, the two groups are essentially similar in terms of future plans. It is possible that a larger sample of attriters might reveal more conclusive findings on this phenomenon, but the results of this survey show consistently that lower and upper division status did not have a bearing on the future plans of the respondents.

Regarding future plans of attriters, another important area of study is student academic program or major, where the interest centers on whether certain groups of majors have larger numbers of students transferring to other schools than would otherwise be expected. It has already been established in the preceding chapter that majors are leaving the college in proportion to the percentage of these majors in the entire college, except for the non-degree students. Table 7-9 provides the comparison of the department of program/major with the future plans of students. Most of the departments have too small a sample from which to draw any conclusions, with the exception of business, nursing, non-degree and liberal arts. Business students basically are split evenly among the three categories of future plans. Nursing students show a trend toward transferring to other colleges. It is assumed that many of these students are seeking a four-year nursing program, which currently does not exist at CSI. A high percentage (41.1%) of liberal arts students indicate that they are transferring to other colleges. Non-degree students indicate that 36.8% are transferring to other colleges as compared to only 18.7% indicating a plan to return to CSI. The smaller percentage returning to CSI probably

Table 7-9

Comparison of Department of Major/Program
By Future Plans of Attriters

Department	Plan to Re-Enroll at CSI (N=132) N	%	Plan to Enroll at Another College (N=160) N	%	No Plans for College (N=110) N	%
Applied Science	10	41.6	9	37.5	4	16.6
Biology	5	31.2	3	18.7	7	43.7
Business	23	31.5	26	35.6	20	27.4
Chemistry	0	0.0	3	100.0	0	0.0
CUNY-BA	1	12.5	5	62.5	1	12.5
Education	6	35.3	1	5.9	5	29.4
Electrical Technology	6	66.7	0	0.0	3	33.3
English, Speech and World Literature	1	33.3	0	0.0	2	66.7
History	0	0.0	0	0.0	0	0.0
Mathematics and Computer Science	6	60.0	2	20.0	1	10.0
Mechanical Technology	3	42.9	1	14.3	3	42.9
Modern Languages	0	0.0	0	0.0	1	100.0
Non-Degree	16	18.4	32	36.8	25	28.7
Nursing	5	17.2	13	44.8	9	31.0
Performing & Creative Arts	1	33.3	1	33.3	0	0.0
Pol./Econ./Philosophy	3	30.0	2	20.0	3	30.0
Psyc./Soc./Anthropology	10	41.7	7	29.2	4	16.7
Liberal Arts	35	29.4	49	41.1	22	18.4
NA	1	11.1	6	66.7	0	0.0

reflects the high percentage (56.5%) of non-degree students who indicated that their personal educational goals were achieved at CSI. In drawing conclusions on academic programs or majors, it must be noted that these represent the declared majors of the students at CSI. For those students transferring to other colleges, it is quite possible that they changed majors, particularly considering the large percentage of attriters who are freshmen and probably have not completed many credits in a major or program.

The last aspect of the future plans of attriters to be studied is the schools to which students have transferred from CSI. This is particularly important to understand better the academic reasons why students might leave CSI. Certain assumptions could be made if students were transferring to schools which are considered to have particularly good programs in one or more academic area. Unfortunately, the results of this survey indicate that students transferring from CSI are going to many different colleges in all parts of the state and country. Students have transferred from CSI in this sample to colleges in California, Arizona, Illinois, etc. They have transferred to a wide variety of both public and private colleges, senior colleges as well as community colleges. No attempt will be made to analyze in depth this data other than to say that CSI transfers tend to enroll in a wide variety of different schools. Other local colleges tend to attract the greatest number of attriters and this is understandable since CSI serves a largely commuter student population. Students chosing a residential dormitory college tend to transfer to various SUNY units. Lastly, high academic achievers among the attriters are transferring to schools such as Columbia, University of Chicago, University of Illinois, USC, etc.

VIII Conclusions and Recommendations

In reviewing the material presented, several major conclusions can be reached and should be further discussed before ending this study. As part of this discussion, some general recommendations will be made which provide direction for future studies, and more importantly, for actions which the college can undertake to better understand and reduce its attrition. These major conclusions will be directed to the characteristics of the attrition population, their reasons for leaving and their future plans.

The most dominant characteristic of the attrition population is their need to work in order to support themselves and pay their tuition. Employment is a more important immediate goal then to continue school. School is a secondary goal which must fit their work schedule. Of the attrition population, more than one-third (35.0%) held full-time jobs while attending school. More than half (51.6%) worked 21 hours or more per week and more than two-thirds (69.7%) worked at some job as well as attended school.

In regards to their reasons for leaving, the only conclusion one can arrive at for the attrition population as a whole is that a variety of academic experiences, employment conflicts, financial pressures and personal circumstances contributed to their decisions to leave. Certain subpopulations of students, however, did exhibit greater tendencies to one category of reason or reasons than others. Full-time or part-time status, and lower or upper division are important variables and may cause students to leave for different reasons.

The most significant subpopulation of attriters relates to their future plans. It is significant because there are very obviously different reasons for leaving among those who plan to return to CSI, those who have or plan to transfer to another college, and those who have no further plans for college.

It is significant because it enables an identification and isolation of students for whom a college education is a goal, but for whom CSI was not perceived as the vehicle by which to attain this goal.

Students who plan to return to CSI and students who have no plans for college basically indicated that a variety of employment, financial and personal circumstances were their major reasons for leaving. It is important for the college to understand this and possibly accept it as a reality. There is not much the college can do to help these students overcome what are essentially personal problems. Counseling services are available, however, with the entire student body coming from a local population, students seek most of their advice and counseling from parents, friends and other students. The college has historically sought to serve part-time students who must work to support themselves. The college should continue to do this through a balanced schedule of courses between day and evening session and its weekend college.

Students transferring to other colleges indicated largely that academic reasons were their most important reasons for leaving college. The most significant reason identified was that their choice of majors or courses were not available at this college. In some cases, particular programs such as a four-year nursing program, a degree in social work or a program in marine aviation were not available at CSI. In many cases, students indicated that individual courses of interest were not available. This was of greater concern among upper division students than for lower division students. This possibly reflects the developing nature of some of the college's four-year programs, as compared to the well-developed existing two-year programs. Hopefully, as programs grow in maturity, this may become less and less a reason for leaving.

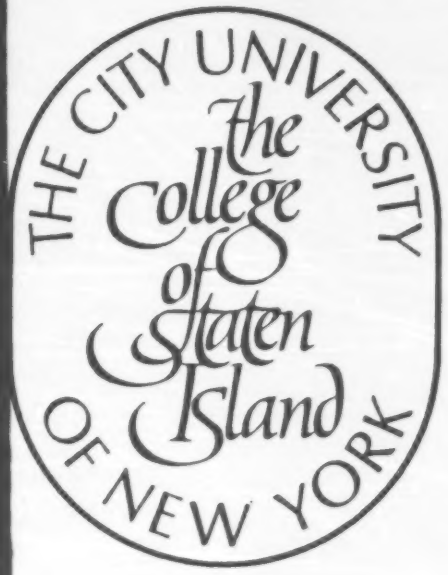
A major question to be faced is the identification of the academic programs to be supported, resulting from some of the enrollment decline due to the number of students transferring to other colleges. If a decision were to be based merely on numbers of students, programs to be supported would be four-year programs in business and nursing. This is not based on the percentage of these students leaving CSI, but more on the presence of a large proportion of the total college population in the corresponding two-year programs. The most significant academic program in terms of numbers is the non-science liberal arts students who make up 26.3% of the total attriters population and 27.4% of the total college population. Furthermore, a very large component (41.1%) of these students have decided to enroll at another college. Some attempt should be made to better understand their educational goals so as to encourage them to continue their studies at CSI. It is also possible that their commitment to the college would be stronger if they had a greater identity with a more specific program or academic department. The same suggestions are made for the non-degree students who were the only academic category of student to leave in a much larger proportion than their total number at the college. This might be expected among non-degree students. However, a large percentage (36.8%) has decided to enroll at other colleges. Again, a better understanding of their educational goals would help to offset some of their attrition.

The most interesting characteristic of the transfer student population is their tendency to be younger and full-time, whereas those returning or who have no plans for further education tend to be older and part-time. These transfer students seem to be more "traditional", that is they plan to finish college in four or five years. This is more an assumption and needs to be studied further in the future. Their plans include enrolling in

colleges throughout the state and country, although the majority plan to continue their studies in the New York City metropolitan area. Some have decided to enroll at SUNY colleges and appears to represent a desire to attend a residential college rather than a commuter college. In general, the transfer student population is an academically diverse group of students who are younger and full-time and have established college as their major goal. This group needs further study and attempts will be made to isolate them in future studies for comparison here.

In reviewing the above conclusions, it is necessary to remind the reader that this study represents the findings of a survey of students from Spring 1979 to Fall 1979. Whether or not the conclusions here represent an "ad hoc" response or is indicative of a continuing trend is not known. This can only be determined by further study and analysis. In addition, to get the best perspective of the CSI environment, a comparison of the findings in this study ought to be made with a study on student satisfaction and completion of program or degree. These are planned for the future. It is the firm hope that these studies aid the College of Staten Island in understanding itself and thereby best achieving its mission of serving its students and its community.

Nonreturning Student Questionnaire



1 **Name:** *(please print)*

Last *First* *Middle Initial*

2 **Permanent Mailing Address:**

City *State* *Zip code*

3 **Social Security Number:**

1 2 3 4 5 6 7 8 9

4 **Sex:** (Check one)

10. 1 ___ Female
2 ___ Male

5 **Race/Ethnic Identification:** (Check one)

11. 1 ___ American Indian or Alaskan Native
2 ___ Asian or Pacific Islander
3 ___ Black
4 ___ Hispanic
5 ___ White
6 ___ Nonresident Alien

6 **Age:** (Check one)

12. 1 ___ Under 18
2 ___ 18 – 20 years
3 ___ 21 – 24 years
4 ___ 25 – 34 years
5 ___ 35 – 44 years
6 ___ 45 – 54 years
7 ___ 55 years and over

7 **Please check the number of credit hours completed at this school:** (Check one)

13. 1 ___ 0 – 5
2 ___ 6 – 30
3 ___ 31 – 60
4 ___ 61 – 90
5 ___ 91 – 120
6 ___ 121 or more

8 a. **Please write in what your major/program was when you left this school:**

b. **Check here if you did not have a major/program.** 14. ___

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15 16 17 18

9 **What was your cumulative grade point average at the time you left this school?** (Check one)

19. 1 ___ 1.0 or less
2 ___ 1.1 to 2.0
3 ___ 2.1 to 3.0
4 ___ 3.1 to 4.0
5 ___ Do not know

10 **Were you ever on academic probation while enrolled:** (Check one)

20. 1 ___ Yes
2 ___ No

11 **Which one of the following degrees were you seeking at the time you left this school?** (Check one)

21. 1 ___ Was not seeking a degree, only registered for selected courses
2 ___ Associate degree
3 ___ Bachelor's degree
4 ___ Master's degree
5 ___ Other (i.e. Certificate)

12 **How long were you enrolled before you left this school?** (Check one)

22. 1 ___ Less than one term
2 ___ One term, but less than one year
3 ___ One year or more, but less than two years
4 ___ Two years or more, but less than three years
5 ___ Three years or more

13 **Were you *primarily* a full-time (12 hours or more) or part-time student while you attended this school?** (Check one)

23. 1 ___ Primarily full-time
2 ___ Primarily part-time
3 ___ Equally full-time and part-time

CONTINUED ON REVERSE SIDE

Appendix A - Reverse Side of Questionnaire

14 **During your last two terms at this school, were you employed in a job for which you received wages?** (Check one)

24
- 1 ___ Not employed at all
- 2 ___ Employed 1 – 10 hours/week
- 3 ___ Employed 11 – 20 hours/week
- 4 ___ Employed 21 – 35 hours/week
- 5 ___ Employed 36 hours or more/week

15 **Check all the sources of support you used to finance your last two terms of school.**

- 25-1 ___ a. Full- or part-time work while attending school
- 26-1 ___ b. Savings
- 27-1 ___ c. Support from parents
- 28-1 ___ d. Employer support
- 29-1 ___ e. Aid from spouse
- 30-1 ___ f. Grants (Basic Opportunity Grant, Supplemental Educational Opportunity Grant, and TAP)
- 31-1 ___ g. Loans
- 32-1 ___ h. Scholarship
- 33-1 ___ i. GI Benefits, Social Security, and other benefits
- ___ j. other

16 **Please describe in your own words your reasons for leaving this school.**

_____

_____

17 **Listed below are reasons why a student might leave school. To what extent are these *your* reasons for leaving this school?** (Check one answer for each reason)

	Major Reason 1	Moderate Reason 2	Minor Reason 3	Not a Reason 4
Academic				
a. Low grades	34-			
b. Found courses too difficult	35-			
c. Inadequate study techniques or habits	36-			
d. Needed a temporary break from studies	37-			
e. Major or courses not available at this school	38-			
f. Dissatisfaction with major department	39-			
g. Unsure about my choice of major/program	40-			
h. Course work not challenging	41-			

17 continued

	Major Reason 1	Moderate Reason 2	Minor Reason 3	Not a Reason 4
Employment				
i. Scheduling conflict between job and studies	42-			
j. Accepted a job	43-			
k. Went into military service	44-			
l. Couldn't find a job while at school	45-			
Financial				
m. Not enough money to go to school	46-			
n. Applied, but could not obtain financial aid	47-			
o. Financial aid was not sufficient	48-			
p. Child care too costly	49-			
q. This school was too expensive	50-			
Personal Circumstances				
r. Found study too time-consuming	51-			
s. Home responsibilities were too great	52-			
t. Illness, personal or family	53-			
u. Personal problems	54-			
v. Fulfilled my personal educational goals	55-			
w. Marital situation changed my educational plans	56-			
x. Moved out of this area	57-			
y. Child care not available	58-			

18 **How satisfied are you with your experiences at this school in each of the following areas?** (Check one answer for each statement)

	Very satisfied 1	Somewhat satisfied 2	Somewhat dissatisfied 3	Very dissatisfied 4
a. Your overall impression of general education courses	59-			
b. Your overall impression of courses in your major/program	60-			
c. The quality of instruction	61-			
d. Availability of courses offered that were of interest to you	62-			
e. The accessibility of instructors	63-			
f. Helpfulness of instructors in assisting you with career plans	64-			

19 **How satisfied were you with each of the college services listed below?** (If you never used a particular service, check the first column and do not rate the item)

	Never used this service 0	Very satisfied 1	Somewhat satisfied 2	Somewhat dissatisfied 3	Very dissatisfied 4
a. Admissions Office Information	65-				
b. Registration	66-				
c. Financial Aid Office	67-				
d. Laboratory Facilities	68-				
e. Faculty Academic Advising	69-				
f. Social Facilities (clubs, lounges, etc.)	70-				
g. Counseling Center	71-				
h. Reading and Writing Skills Improvement	72-				
i. Math Skills Improvement	73-				
j. Career Development/ Placement Services	74-				
k. Cafeteria	75-				
l. Recreation and Athletic Facilities	76-				
m. Library	77-				
n. Health Center	78-				
o. Bookstore	79-				

20 **Please write in the space below the one thing which, if changed for the better, would have encouraged you to stay at this school.**

_____

_____

21 **What are your current educational plans?** (Check one)

80-
- 1 ___ Have already re-applied at this school
- 2 ___ Plan to re-apply at this school within six months
- 3 ___ Have already re-enrolled at another school
  Please name the school _____
- 4 ___ Plan to re-enroll at another school within six months
  Please name the school _____
- 5 ___ Have no plans to attend school within six months

Appendix B

25 Reasons For Leaving College As Asked In Question 17

Academic Reasons

17A Low grades
17B Found courses too difficult
17C Inadequate study techniques or habits
17D Needed a temporary break from studies
17E Major or courses not available at this school
17F Dissatisfaction with major department
17G Unsure about my choice of major/program
17H Course work not challenging

Employment Reasons

17I Scheduling conflict between job and studies
17J Accepted a job
17K Went into military service
17L Couldn't find a job while at school

Financial Reasons

17M Not enough money to go to school
17N Applied, but could not obtain financial aid
17O Financial aid was not sufficient
17P Child care too costly
17Q This school was too expensive

Personal Circumstances

17R Found study too time consuming
17S Home responsibilities were too great
17T Illness, personal or family
17U Personal problems
17V Fulfilled my personal educational goals
17W Marital situation changed my educational goals
17X Moved out of this area
17Y Child care not available

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